COLCHESTER PUBLIC SCHOOLS

ADMINISTRATION - SERIES 2000

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Administration

Concept and Roles in Administration

Within the guidelines established by Board of Education policy, law and employee agreements, the Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted: June 13, 2000 COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Administrative Staff Function

The administrative staff should act as a directing force toward the achievement of excellence in the educational program. The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education. The Superintendent shall be the administrator responsible to the Board of Education and shall identify lines of primary authority for all employees.

The primary responsibility of the administrative staff is to help create and foster an environment of excellence in which students can learn most effectively. Excellence in education includes ensuring administrative role models reflect diversity in the population as a whole. In an effort to provide such role models, the Board supports measures to increase diversity through effective recruitment and hiring practices.

Professional development activities will be provided for all staff. The Board will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating interest of those who are underrepresented in administrative positions, and providing career advancement support and professional development opportunities for new and experienced administrators.

Policy adopted: June 13, 2000 COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

2111P

ADMINISTRATION

EQUAL EMPLOYMENT OPPORTUNITY

The Colchester Board of Education (the "Board") is an equal opportunity employer committed to making employment decisions on the basis of an individual's qualifications and abilities. The Board does not discriminate in any employment practice on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, gender identity or expression, or any other protected characteristic, except in the case of a bona fide occupational qualification.

The Board is committed to recruiting and retaining a diverse team of talented professionals, teachers, administrators, and staff who bring an array of perspectives and experiences to the district.

All personnel policies and practices of the Colchester Board of Education will be in accord with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications for a position to be filled will be made available to all applicants. Equal employment opportunity means that equal employment possibilities are available to all protected groups and that no individual will be discriminated against because of race, gender, color, religion, national origin, age, sex, sexual orientation, disability, or unrelated abilities to perform the duties of the position.

The district's staffing plan should be designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

The Board believes in the importance of the district's practices to support the concept of staff balance. Within each group of employees there will be represented, when possible, a cross-section of employees of different gender, racial and ethnic backgrounds, and length of administrative and teaching experience.

Under the balanced-staff concept, the staff and students will benefit greatly by having exposure to a diverse staff.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.
Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
Executive Order 11246.
Connecticut General Statutes
Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
46a51 (8), (17), (18) Discriminatory practices.
46a58(a) Deprivation of rights.
46a60 Discriminatory employment practices prohibited.
46a79 State policy re employment of criminal offenders.
46a80 Denial of employment based on prior conviction of crime.
10153 Discrimination on account of marital status.
PA 9158 An act concerning discrimination on the basis of sexual orientation

Policy adopted: June 13, 2000
Policy revised: June 21, 2021

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Professional Development

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. As leaders of the school system, administrators' active participation in professional development provides positive role models for other staff and students by enacting dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities will lead to sustained professional growth and learning among administrative staff, which will, in turn, benefit the school community.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions. A special effort should be made to encourage women and minorities to seek administrative positions.

2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.

3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.

2120P

ADMINISTRATION

ORGANIZATION CHART

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the District organization chart.

The District organization chart will be prepared by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, the Superintendent may, from time to time, recommend for Board approval changes in the District organization chart.

ADOPTED: September 12, 2000

REVISED: December 11, 2018

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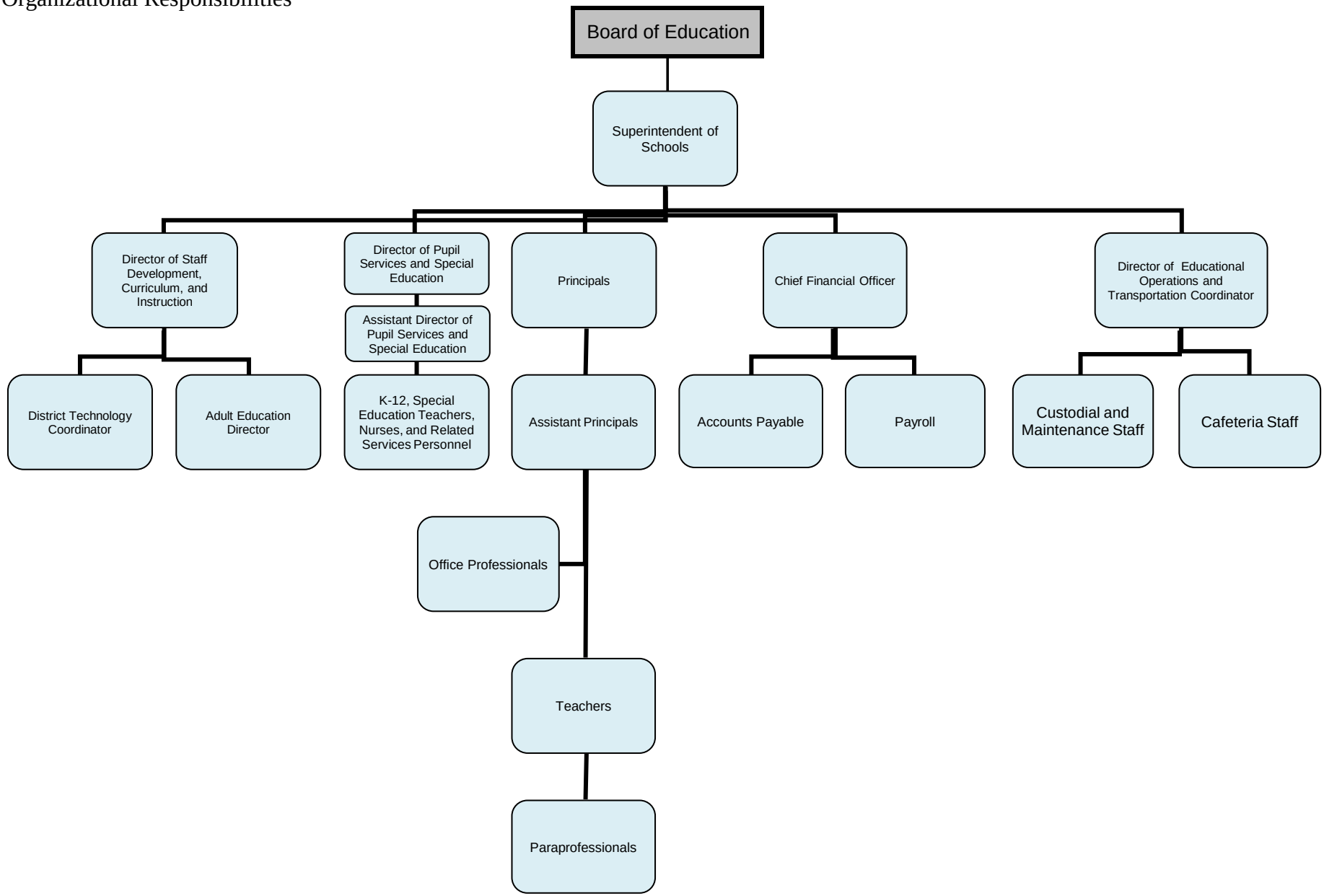
COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Organizational Responsibilities



Administration

Lines of Responsibility

Teachers are responsible directly to their Principal; Principals are responsible to the Superintendent of Schools; the Superintendent of Schools is responsible to the Board of Education. These lines or responsibility shall be observed by all individuals and groups involved.

Non-certified personnel are responsible directly to immediate departmental supervisors if so assigned or to the school Principal or designated Assistant Principal if there is no non-certified supervisor.

These lines of responsibility are structured to:

1. Develop educational programs most appropriate for students.

2. Clarify responsibility from students through teachers, administrators and the Superintendent, to the Board of Education.

3. Tell each member of the staff to whom he/she is responsible and for what functions.

4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.

5. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.

6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.

7. Keep each staff member advised of policies, functions and progress of the district.

Administration

Job Descriptions

The Superintendent of Schools shall, provide for the preparation and maintenance of job descriptions to include duties and responsibilities for personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted: June 13, 2000 COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Principal

The Principal shall be appointed by the Board of Education in accordance with Connecticut General Statutes.

The Principal shall hold his/her appointment on the basis of a valid and appropriate Connecticut certificate. The Principal may vacate his/her position by filing a written resignation with the Board of Education.

General

The Principal shall be directly responsible to the Superintendent of Schools. He/she shall work within the state statutes and Board of Education policies to administer and supervise the school to which he/she is assigned. The Principal shall be responsible for and shall have authority over the actions of students, certified and non-certified employees, persons hired to perform special tasks, and visitors.

The teachers and all other personnel of the school shall be directly responsible to the Principal for the satisfactory fulfillment of the duties assigned to them.

The Principal shall keep the Superintendent of Schools informed of activities in his/her building by means the Superintendent of Schools deems appropriate.

(cf. 2121 - Lines of Responsibility)
(cf. 2400 - Evaluation of Superintendent and Administration)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of or failure to renew contract. Appeal. Definitions

Policy adopted: February 13, 2001

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Assistant Principal

An Assistant Principal, as provided for by the Board of Education, shall be appointed by the Board of Education in accordance with Connecticut General Statutes.

An Assistant Principal shall hold his/her appointment on the basis of a valid and appropriate Connecticut certificate. The Assistant Principal may vacate his/her position by filing a written resignation with the Board of Education.

(cf. 2400 - Evaluation of Superintendent and Administration)

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of or failure to renew contract. Appeal

Policy adopted: February 13, 2001

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board of Education will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents

Policy adopted: September 12, 2000

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Recruitment of Administrative Staff

The Board of Education will appoint qualified persons to all administrative positions in the Colchester School System, based on recommendations made by the Superintendent. The Superintendent will be responsible for the posting of positions, recruitment, and screening of candidates and bringing to the Board the best candidate available for their consideration.

Policy adopted: September 12, 2000

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Recruitment of Administrative Staff

Whenever an administrative opening occurs below the level of Superintendent, the Board may elect to either fill the vacancy in-house or conduct a search using the following process:

Step 1: Superintendent of Schools develops a timeline for filling the vacancy and informs the Board of Education.

Step 2: A notice of vacancy form is prepared and the position is advertised.

Step 3: Application packets are prepared for mailing. They include the application, job description, information brochure describing the position and community/school information.

Step 4: A committee to screen applicants is formed. It consists of Board members, administrators, teachers, parents, classified staff, and students when appropriate.

Step 5: Following the deadline for receiving the applications, a paper screening is conducted, usually by Central Office staff and a group of candidates to be interviewed is selected.

Step 6: The Screening Committee identifies questions to ask the candidates, reads the applications and conducts interviews. The Committee selects at least two (2) and no more than four (4) candidates to continue in the process.

Step 7: The Central Office staff consisting of the Superintendent, Director of Curriculum and Staff Development, Director of Pupil Personnel Services, and Business Manager conduct second interviews with the candidates selected by the Screening Committee.

Step 8: On-site visits are held for the candidate recommended by the Central Office staff to continue in the process.

Step 9: A final candidate is selected and recommended to the Board of Education for appointment.

Administration

Administrative Leeway in Absence of Board of Education Policy

In cases where emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act.

It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies, and the Superintendent's decisions shall be subject to review by the Board of Education at its next regular meeting.

Policy adopted: October 10, 2000

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Representative and Deliberative Groups

Staff Advisory Committees

The school administration shall develop, as appropriate, advisory committees of staff members to work with the administration in areas of mutual concern.

Policy adopted: February 13, 2001

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Policy and Regulations Systems

Policy Manual

The Superintendent shall establish and maintain a plan for preserving and making accessible policies and bylaws adopted by the Board of Education and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

Policies

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the school system.

The Superintendent must take the leadership in the policy-making process, by recognizing the need for specific policies and giving the Board proposed policy statements for consideration, modification and adoption. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

Regulations

The Superintendent shall specify the required actions, and design the arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the school system are to be designated as "regulations," and placed in the school system's policies and regulations manual. The regulations shall be presented to the Board before implementation in the school system, but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. Administrative regulations must be consistent with the policies adopted by the Board of Education.

The Superintendent is responsible for development and implementation of the school system's regulations. The Superintendent should, as a matter of good administrative procedure, develop a system whereby staff members are involved in development of regulations in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted Board policy, and capable of full implementation.

Distributing Revised Pages to Manual Holders

Whenever the Board adopts, revises or deletes policies or bylaws, and whenever the administration approves, revises or deletes regulations, all holders of policy, bylaw and regulation manuals must be notified.

Administration

Policy and Regulations Systems

(cf. 9311 - Formulation, Adoption, Amendment of Policies)
(cf. 9312 - Formulation, Adoption, Amendment of Bylaws)
(cf. 9313 - Formulation, Adoption, Amendment of Administrative Regulations)

Legal Reference: Connecticut General Statutes

10-157 Superintendents

10-240 Control of Schools

Policy adopted: February 13, 2001

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Standard Announcements

Dismissal of Classes/Teachers

The Superintendent of Schools will distribute regulations concerning closing of schools during the school day in response to emergencies. Teachers will remain on duty until dismissed by the Principal. Students will be dismissed by teachers upon the approval of the Principal.

Policy adopted: November 12, 2000 COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Monitoring of Product and Process Goals

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment and school operations.

Policy adopted: October 10, 2000

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Code of Ethics

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students.

Policy adopted: October 10, 2000 COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Code of Professional Responsibility for School Administrators

Preamble

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal if conduct for the members of the profession and the public they serve. The code cannot and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the administrator's responsibility to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff and promote a quality education program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

Responsibility to the student:

The professional school administrator in full recognition of obligations to the student shall:

1. Make the well-being of students the fundamental value on all decision-making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender social class, disability, religion or sexual orientation;
5. Foster in students the full understanding, application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

Administration

Code of Professional Responsibility for School Administrators

Responsibility to the student: (continued)

7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing Board policy or professional practice;
12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

Responsibility to the profession and staff:

The professional school administrator, in full recognition of obligations to the profession shall:

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision-making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
6. Promote the employment of only qualified, certified educators, and qualified non-certified staff;
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information contained in the proper course of ones' administrative duties and dispense the information when prescribed or directed by law, governing Board policy or professional practice.

Administration

Code of Professional Responsibility for School Administrators (continued)

Responsibility to the community:

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

1. Be cognizant of the influence of school administrators upon the community at large, and therefore, not knowingly misrepresent facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing Board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations the are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;
7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

Responsibility to the student's family:

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families concerns;
4. Consider the family's perspective on issues involving its children;
5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

Administration

Evaluation of Superintendent and Other Administrators

In order to advance the instructional program of the school district, the Superintendent of Schools will establish and will implement an evaluation program for all administrators and teachers. Such a program will be aimed at improving administrator/teacher performance and at promoting professional growth within the framework of the goals and objectives of the school district. Such an evaluative process will include a formal procedure for the evaluation of the Superintendent of Schools by the Board of Education.

Through the evaluation of the Superintendent, the Board of Education will strive to accomplish the following:

1. Clarification for the Superintendent of his/her role in the school system as understood by the Board of Education.

2. Clarification for all Board of Education members of the role of the Superintendent in light of his/her responsibilities, his/her authority, and his/her organizational expectations.

3. Development of a unity of purpose in order to achieve high priority goals and objectives.

4. Development of an opportunity for goal achievement through regular appraisal and feedback.

5. Enhancement of organizational health resulting from involved, committed, and strengthened individuals.

The Superintendent's evaluation and the evaluation of district administrators and teachers should be viewed as part of an overall district management plan of establishing goals and objective, appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurement, and feedback are part of that effort. Teachers, Administrators, Central Office personnel, and the Board of Education should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

Policy adopted: October 10, 2000 COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Administration

Administrative Reports

General

The Superintendent shall present, at regular Board meetings, administrative reports concerning the administration, operation, and maintenance of the school system.

As necessary, the Superintendent shall request reports from school Principals and other administrators on school operations and educational programs together with any suggestions and/or comments they may have.

(cf. 3000 Series-Business and Non-Instructional Operations)

Legal Reference: Connecticut General Statutes

10-157 Superintendents: Relationship to local or regional board of education; written contract for employment; evaluation of superintendent by board of education.

10-222 Appropriations and budget. Financial information system.

10-226 Reports to state commissioner of education.

Policy adopted: November 14, 2000

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut